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ABSTRACT

This Continuing Education Plan was developed by the Nevada Libraries Continuing Education Advisory Committee which was created in 1987 in response to the need for library-related educational programming statewide. The document includes a mission statement; the Nevada libraries criteria for quality continuing education; and a list of goals and objectives. These goals focus on: (1) increasing competence, expanding knowledge, and reinforcing attitudes of excellence and service; (2) supporting Continuing Education (CE) opportunities which acknowledge differences among libraries in the state and developing specific programs to meet specific needs; (3) establishing CE credit programs for all library personnel and sequential basic library science curriculum for non-MLS personnel in public libraries; (4) promoting graduate-level education for Nevadans at accredited graduate library schools; (5) maximizing access to educational resources and opportunities through a Clearinghouse and Resource Center; (6) developing and implementing a full-scale CE promotional campaign utilizing every available media format; and (7) hiring a full time Library CE Coordinator to implement this plan in cooperation with individuals and institutions statewide. The program proposal form and the Report on Continuing Education Needs for the Nevada Library Community are appended. (AEF)

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INTRODUCTION

The Nevada Libraries Continuing Education Advisory Committee (NLCEAC) was created by State Librarian Joan Kerschner in 1987 in response to the need for library-related educational programming statewide. The Committee strives to maintain a high level of visibility throughout the state's library community, soliciting proposals, providing consulting and guidance on CE activities, and actively developing training programs on a wide spectrum of library-related issues. The *Nevada Libraries Continuing Education Plan* was developed by the Committee during 1994-95 under the guidance of Bonnie Buckley, Library Consultant, Nevada State Library and Archives, who is a liaison to the NLCEAC.

Meeting three times a year since 1988, the NLCEAC has reviewed and supported dozens of proposals resulting in more than fifty statewide training events for library trustees and library employees working at all levels. The Committee developed a *Nevada Libraries Criteria for Quality Continuing Education* in 1994 to ensure development of training focused on serving the needs of Nevada's diverse library users. The Committee also supported planning toward development of a Certification Program for Public Librarians in Nevada spearheaded by the State Librarian during 1995.

Membership on the NLCEAC is comprised as follows: one representative each from Las Vegas/Clark County Library District, Washoe County Library, UNLV, UNR, NLA Personnel Development Committee Chair, NSLA Library Development Division, the community colleges, CLAN/public library representative at large, the school library consultant from the State Department of Education, and as ex officio members the State Librarian and the Coordinator of the University of Arizona Distance Learning Program.

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MISSION STATEMENT

Advances in information technology and expanding library user expectations require continuous education.

Nevada libraries are committed to addressing the need for continuous library education through planned, coordinated and varied statewide continuing education programs to hone staff expertise, foster professional development, empower library trustees, broaden public awareness and ultimately improve library services.

GOAL 1

Achieve, maintain and enhance ability to serve Nevada residents. Increase competence, expand knowledge and reinforce attitudes of excellence and service.

- Objective: Implement the Nevada Libraries Criteria for Quality Continuing Education. (CE Committee - Continuous)
- Objective: Increase coordination among Nevada State Library and Archives, Nevada Department of Education, Nevada Library Association, and the University and Community College System of Nevada and all libraries to ensure shared responsibility. (CE Committee, above entities - Continuous)
- Objective: Identify components of a staff development plan and encourage every library to develop a continuing education policy relevant to the needs of all staff and policymakers. (CE Committee - 1995)
- Objective: Develop an incentive for participation in CE programs through requirements for grant funding. (NSLA - 1995-2000)
- Objective: Seek funding to implement all aspects of this plan including appropriations from State Government. (NLA, Council - Continuous)

GOAL 2

Support a variety of CE opportunities which acknowledge differences among libraries in the state and develop programs to meet specific needs of library staff, trustees and institutions.

- Objective: Target training to participant needs and expectations via systematic, yearly needs assessment and evaluation. (CE Committee, CE Coordinator - Continuous)
- Objective: Develop and fund CE opportunities including: workshops, institutes, practicums, video lectures, distance education, teleconferences, independent study, etc. (CE Committee, CE Coordinator - Continuous)
- Objective: Implement mentorships, internships, staff exchange, on-site visitations. (CE Committee - 1998)

GOAL 3

Establish CE credit programs for all library personnel and sequential basic library science curriculum for non-MLS degree personnel in public libraries.

- Objective: Coordinate CE credit programs through UNR and UNLV Continuing Education. (NSLA - Continuous)
- Objective: Pass legislation for a program of State Certification of Public Librarians, to be adopted by local library governing boards. (NSLA, Council, NLA - 1995)
- Objective: Promulgate regulations establishing requirements for basic library science curriculum. (NSLA - 1995-6)

GOAL 4

Promote graduate-level education for Nevadans at accredited graduate library schools.

- Objective: Develop a scholarship fund. (Seek funding from a variety of resources, i.e. business and industry, foundations, etc.) (NLA - 1995)
- Objective: Work to reinstate access to WICHE funding for Nevadans involved in graduate library programs. (CE Committee - 1995)
- Objective: Continuously monitor viability of accredited MLS programs and facilitate access to graduate-level courses, i.e. distance education. (CE Committee - Continuous)
- Objective: Disseminate information on graduate opportunities, scholarships and financial support. (NSLA, NLA, CE Committee - Continuous)

GOAL 5**Maximize access to educational resources and opportunities through a Clearinghouse and Resource Center.**

- Objective: Establish and fund a CE Clearinghouse to maintain information on all local, state and national training events. (NSLA - 1998)
- Objective: Develop and maintain a CE Resource Center (in multi-media formats). (NSLA, CE Coordinator - 1998)
- Objective: Establish a pool of in-state experts on relevant topics. (CE Committee - 1995)

GOAL 6**Develop and implement a full-scale CE promotional campaign utilizing every available media format.**

- Objective: Publish a CE Calendar on E-Mail and quarterly printed edition with information on local, state and national CE opportunities. (NSLA, NEON - 1995)
- Objective: Provide accurate, timely information through every available form of media including, UCCSN catalogs and schedules, Nevada Career Information System, notices on individual training events in print and electronic formats, etc. (NSLA, CE Committee - Continuous)
- Objective: Recognize achievements of individuals and institutions through events at NLA Conference and publications. (NLA, CE Committee - Continuous)

GOAL 7**Hire a full time Library CE Coordinator to implement this plan in cooperation with individuals and institutions statewide.**

- Objective: Develop a job description for a Library CE Coordinator based on the goals and objectives stated in this plan. (NSLA - 1995)
- Objective: Fund a position for a full-time Library CE Coordinator within the Library Development Office of NSLA by July, 1997. (NLA, NSLA)

NEVADA LIBRARIES

Criteria for Quality Continuing Education

Determine Specific Educational Needs of Nevada Library Personnel and Trustees through:

- Identification of target groups for specific types of training.
- Systematic needs assessments including input from target groups statewide.

Develop Specific Learning Objectives for Each Educational Event in Relation to:

- Acquisition of new knowledge or revision of outdated knowledge.
- Enhancement of services or new approaches to solving problems.
- Demonstration and practice of required skills, techniques, and processes.

Articulate Measurable/Observable Outcomes for Each Educational Event with:

- Description of what will be learned/accomplished in relation to each objective.
- Appropriate follow-up activities at discretion of the instructor, i.e. written assignments, teaching others, oral presentation, proof of implementation.

Select Qualified Instructors with Knowledge of Content and Skill in Teaching to assure:

- Program content, materials and technology that are current and timely.
- Imaginative, systematic design/delivery of instruction in relation to stated objectives.
- Optimum educational experiences engaging students directly with experts and library/information science professionals as instructors of record, especially for programs offering formal credit or CEU's.

Evaluate Individual Training Events and Overall Program to assure:

- Success of instructional offerings in relation to stated objectives/learning outcomes.
- Fulfillment of specific needs of target groups through on-going needs assessments.
- Adjustment of programs in response to new needs and changing environments.

Promote All Educational Offerings through Publicity with Detailed Descriptions including:

- Scope, content and statement of objectives in terms of learning outcomes.
- Description of activities, methods and resources.
- Names, qualifications and background (education/experience) of presenter(s).
- Level of offering and amount, type and cost of credit (if applicable).

Award Certificates/Maintain Permanent Records of Course Offerings and Attendance for:

- Recognition and documentation of achievement of specified learning outcomes.
- Verification that appropriate courses have been offered/completed.
- Recertification of library personnel in accordance with stated requirements.*

Based on the American Library Association Standing Committee on Library Education (SCOLE) *Guidelines for Quality in Continuing Education* and on *Principles of Good Practice in Continuing Education* issued by the International Association for Continuing Education and Training.

**Nevada Libraries
Continuing Education Plan**

APPENDICES

NEVADA LIBRARIES
CONTINUING EDUCATION ADVISORY COMMITTEE

PROGRAM PROPOSAL FORM

DEADLINE FOR THE RETURN OF THIS FORM IS 60 DAYS PRIOR TO PROPOSED EVENT

1. CONTACT PERSON _____
NAME _____
ADDRESS _____

City State Zip Code
Telephone () _____
2. Working Title of the program:

3. Describe the potential audience of your program:

4. General description of program:

5. What three things will attendees learn from this program?
1. _____
2. _____
3. _____
6. Check the item that best describes the intended content:
___ an introduction to the issues for attendees with little or no knowledge in this subject
___ geared to practitioners with general knowledge in this subject
___ intended as advanced training for experienced practitioners in this subject
7. Indicate the program's format:
___ Panel Presentation ___ Speaker/Reactor Panel
___ Debate ___ Speaker/Group Discussion
___ Demonstration ___ Laboratory Experience
___ Single Speaker ___ Other

8. Date(s) of Program _____ Location(s) _____
9. Indicate the preferred length of the program.
☐ 2 hours ☐ 4 hours ☐ one day ☐ two days ☐ Other- _____
10. Will CEUs be available for this program? ☐ yes ☐ no If yes, number of units: _____
 Name of institution granting the units: _____
11. Indicate number of times program will be repeated: _____
12. List needed equipment and room set-up.

13. List the proposed speakers for the program. Include Biographical information on each speaker on an attached page, to include education, training and previous workshops/presentations.
- | | Name | Address | Telephone |
|----|-------|---------|-----------|
| a. | _____ | _____ | _____ |
| b. | _____ | _____ | _____ |
| c. | _____ | _____ | _____ |
| d. | _____ | _____ | _____ |
14. Provide an estimated budget for the program.
- | | |
|------------------------------------|--------------------|
| a. Speaker's Expenses: (Detail) | |
| Travel _____ | Other (List) _____ |
| Per Diem _____ | _____ |
| Honorarium _____ | _____ |
| | Subtotal: _____ |
| b. Printing, Duplicating, Postage: | |
| _____ | _____ |
| _____ | _____ |
| _____ | Subtotal: _____ |
| c. Other Expenses: (Detail) | |
| _____ | _____ |
| _____ | _____ |
| _____ | Subtotal: _____ |
| TOTAL CE FUNDS REQUESTED: \$ _____ | |
15. List other sources of funding for this program.
 (Include funds anticipated and/or committed)
- _____ Subtotal: _____
- ESTIMATED TOTAL BUDGET: \$ _____

Return the completed program proposal at least 60 days prior to the event to:

Nevada State Library and Archives
 Library Development Division
 Capitol Complex
 Carson City, Nevada 89710
 (702) 887-2624

A REPORT ON CONTINUING EDUCATION NEEDS FOR THE
NEVADA LIBRARY COMMUNITY

Prepared by

John R. McCracken,
Library Consultant

In Cooperation with the

Nevada Libraries Continuing Education Advisory Committee

for the

Nevada State Library and Archives

Carson City, Nevada

November 1991

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LIBRARY SERVICES AND CONSTRUCTION ACT

SECTION I INTRODUCTION

Overview

Knowledgeable, adaptive, and skillful library personnel are essential for libraries to meet the rapidly changing and increasingly complex needs of their clientele. Effective libraries require proficient librarians and other library personnel who work harmoniously with colleagues, the public, and elected decision makers. In order to plan and develop sound library programs and services as well as to manage emerging organizational problems and technological advances, librarians must be competent and possess contemporary levels of expertise. Effective continuing education learning opportunities are intended to improve the skills of library personnel, and they in turn will enrich the quality of library service. In some isolated instances, such learning will occur spontaneously. In a more meaningful spirit, sound learning opportunities must be carefully planned, structured, and implemented in order to achieve practical results. Conroy (1978) suggests that systematic programs of continuing education and staff development offer the strongest possibility for increasing knowledge, improving skills, and changing attitudes of library personnel through quality learning opportunities (p. xi).

Individuals and groups within the Nevada library community recognize the need for planned continuing education opportunities established both on the job and outside the work environment. These opportunities consist of formal and informal learning activities which lead to certain prescribed objectives. While individuals should assume primary responsibility for their own development, continuing education embodies shared cooperation and interaction among several library and educational institutions. In Nevada, the primary agencies include the Nevada State Library and Archives (NSLA), Nevada Department of Education, Nevada Library Association (NLA), University of Nevada at Las Vegas and Reno, community colleges, individual public libraries, city, county, and state personnel offices, and other related information organizations.

Continuing education is an obligation of all library employees who function in identifying, selecting, organizing, retrieving, disseminating, and making accessible the pool of recorded human knowledge. One of the major objectives of continuing education is to enhance the level of library and information services by improving the competence of library practitioners. According to the Guidelines for Quality in Continuing Education for Information, Library and Media Personnel, regular participation in continuing education enables practitioners to:

- *refresh basic education by mastering new concepts in a constantly changing environment.
- *keep up with the new knowledge and skills required to perform their roles responsibly.
- *prepare for specialization in a new area.
- *enjoy the intrinsic satisfaction resulting from learning (1988, p. 3).

David Smith's 1988 needs assessment included five recommended action steps for the Nevada library community in order to achieve a quality continuing education program. These recommendations included the implementation of a planning process, the promotion of focused, financial commitments to support a statewide program, the establishment of a structured program of continuing education courses, the reduction of inhibitions to continuing education participation, and building on the strength of the positive climate of interest in continuing education for library personnel (pp. 8-12). The NSLA responded, in part, to these recommendations by forming the Nevada Libraries Continuing Education Advisory Committee (Committee). This group was formed to foster a collaborative planning effort involving representatives throughout the Nevada library community and NSLA staff. Subsequently, the Consultant was appointed by the Director of NSLA to assist the Committee and NSLA with the planning process. A list of Committee members is included in Appendix B.

In most states, library administrators do not give planning for continuing education and staff development the same sustained attention that is devoted to budget planning for materials, equipment, and capital improvements. The importance of continuing education is well recognized by librarians and trustees in Nevada, but that importance is not made manifest through administrative and/or financial commitment and focus. Continuing education for library personnel and trustees appears to be categorized as "important" but not "imperative" when priorities are established and financial resources are allocated. Those resources which are designated for continuing education are not adequate to meet the need. In reviewing Appendix E, continuing education learning experiences in Nevada's recent past indicate that efforts made to meet learning needs are sporadic, uncoordinated, and non-sequential in nature. Administrative leadership does not consistently extend access to learning opportunities for all library personnel and trustees based upon their educational needs, nor does it reward or recognize their participation as learners.

In the literature, there is a notable absence of a definitive set of issues surrounding the needs of continuing education for library personnel and trustees. In virtually every state, continuing education needs are unique to an internal context within each state. The literature does not prescribe a set of skills required to systematically develop continuing education needs for library personnel and trustees on a widespread basis. However, in many states, current opportunities for library personnel and trustees to learn are becoming more adequate in quality and more sufficient in quantity. In some states, learning opportunities are tailored to address specific learning needs for targeted groups of library personnel and trustees. While these states have embarked upon an effort to make the best use of available resources within the library field and from other disciplines, many other states continue to dwell

without direction, coordination, and focus in this important endeavor.

The Nevada library community is fortunate because there is a strong recognition that increasing and changing patterns of demands for library services serve to direct attention on the responsibility to continually upgrade the skills of library personnel and trustees. Indeed, the State of Nevada is unusual with respect to its current effort to establish plans for both continuing education for personnel in all types of libraries and certification of public library personnel. According to recent surveys, there are approximately two dozen states which have established formal continuing education plans, with several others in process. Moreover, only 24 states have developed formal certification plans for public library personnel (McCracken, 1991, p. 4). The significance of this finding is that few, if any, states have developed formal plans in both areas.

Nevada library leaders acknowledge that the primary responsibility for continuing education and staff development belongs to the individual, but it is also shared by NSLA, academic libraries, public libraries, Nevada Department of Education, Nevada Library Association, and the Committee. In the near future, the Committee will play a key role in developing formal plans and written criteria for both continuing education of staff in all types of libraries and certification for public library personnel. In planning for the development of future learning activities conducted by these various groups, caution must be exercised by efforts to avoid working at cross purposes or in competition with each other. Defined responsibilities and coordinated efforts should be concentrated in five (5) general areas:

1. The basic responsibility for continuing education rests with the individual who must identify his/her own educational needs. The individual is responsible for accepting the concept of life-long education and for establishing personal learning goals, and for committing time, energy, and resources necessary to achieve learning objectives. The level of involvement is commensurate with the measure of commitment and responsibility to which the individual wishes to extend himself/herself.
2. The employing library must accept continuing education as an integral function of the organization. The employing library administration should be knowledgeable of the relationship between personnel and organizational continuing education needs. Administrators must be willing to dedicate staff time and budget allocations for continuing education activities, and incentives for staff members who participate in learning opportunities must be provided on a timely and consistent manner. Continuing education activities are likely to be successful when staff development is high, and learning experiences become significant when they are utilized in well-defined situations. Personnel policies may

determine the extent to which staff will participate in staff development programs, continuing education activities of professional associations, and other learning opportunities outside the employing library.

3. The state library agency is responsible for coordinating continuing education activities on a statewide basis with an adequate level of financial and staff support. The state library agency identifies priority continuing education needs within the state, and it provides and/or sponsors continuing education activities based upon a formal statewide plan. Consulting and coordinating services in the area of continuing education are logical state library agency responsibilities.

4. The state library association is responsible for encouraging the identification of learning needs on a statewide basis, but these needs are not necessarily incorporated into a formal plan. The state library association organizes and implements efforts to disseminate new ideas and promote new skills. Conference time and resources for learning skills are committed along with assigning staff and committees with specific responsibilities for continuing education. In some states, the state library association establishes guidelines and standards for continuing education activities. It is not uncommon for the state library association and the state library agency to work cooperatively in reaching common objectives.

5. Universities and library schools offer graduate and undergraduate courses designed either for the practitioner or for those entering the profession. The universities serve as resources, providing faculty for learning activities sponsored by other organizations. Faculty members often are able to cooperate with statewide groups in producing continuing education activities. Where applicable, library schools serve as a laboratory where experimentation, research, and evaluation can occur and become valuable learning experiences for students and practitioners.

Staff Development, Continuing Education, and Competencies

Varying discussions in the literature as well as conversations with practitioners in the field suggest that the terms "staff development" and "continuing education" often are incorrectly used synonymously. Such confusion tends to retard the development of both kinds of educational opportunities in that the issue of who has responsibility for what is overlooked. Conroy (1978) states that the absence of a distinction between these two terms has delayed initiatives that could have resulted in sound educational programming (p. xiv). Definitions of the terms "staff development" and "continuing education," as well as many others are included in Appendix A.

SECTION III RECOMMENDATIONS

Statutory Authority

Existing state statutes should be revised to reflect responsibilities within the Library Development Division of Nevada State Library and Archives (NSLA) for certification of and continuing education for library personnel throughout the state.

1. The Nevada Libraries Continuing Education Advisory Committee (Committee) should recommend to the state legislature changes in the state statutes to incorporate the spirit of the language on continuing education included in Appendix C.
2. The Committee should encourage support from the Nevada library community based on information from a certification study to advise the state legislature to include provisions for certification of library personnel in the state statutes.

Nevada Libraries Continuing Education Advisory Committee

I. The Committee's work will benefit by the establishment of goals, objectives, and a mission statement which will define its responsibilities in the development of a statewide continuing education program for library personnel and trustees.

1. The Committee's mission statement could be stated as follows:

To provide the most effective library service for the people of Nevada, library representatives need access to a coordinated, statewide continuing education program. A planned, varied program will support improved library services, increased professional development, greater staff expertise, enlarged understanding of trustees responsibilities, and a personal renewal in libraries and librarianship.

2. In cooperation with the Director of NSLA, the Committee should develop, implement, monitor, and evaluate long range planning of continuing education activities on a statewide basis.
3. The Committee should establish written criteria for funding continuing education learning opportunities to groups and individuals. Based on these criteria, the Committee should make funding recommendations to the Director of NSLA on each continuing education request.
4. The Committee should assume a leadership role by:
 - a. implementing the recommendations in this report.
 - b. developing in conjunction with the Director of NSLA a joint continuing education promotional campaign to disseminate the Committee's purpose, planning, and educational opportunities available throughout the state.

II. The Director of NSLA should assign a high priority to the support and reinforcement of continuing education to meet clearly identified needs in the state. NSLA should work in close association with the Committee and Nevada Library Association, and should provide support staff to the Committee's work.

1. It is imperative for NSLA to employ a qualified, full-time Continuing Education Coordinator at a competitive salary on a permanent basis. The position should be assigned to the Library Development Division.
2. NSLA's leadership role will be enhanced by:
 - a. integrating statewide consulting services with NSLA staff where feasible.
 - b. contracting with continuing education providers who have special expertise in providing quality continuing education learning opportunities.
 - c. initiating continuing education programming where none exists.
 - d. providing train-the-trainers workshops.
 - e. providing grant opportunities for libraries which develop programs in formal and informal training for library personnel.
3. NSLA should serve as a clearinghouse for continuing education information of importance to the Nevada library community by:
 - a. creating a statewide awareness of continuing education opportunities and benefits to be achieved.
 - b. maintaining and disseminating a regularly scheduled calendar of continuing education programs.
 - c. publishing and disseminating annual profiles of continuing education providers
 - d. providing information concerning formal courses of study offered by institutions of higher education for those who wish to earn a degree or school library certification.
4. NSLA and the Committee should adopt policies to establish ongoing continuing education credit opportunities for non-degree library personnel to learn basic skills needed to function in small libraries of any kind (school, public, academic, and special). Basic courses in management, personnel, materials selection, cataloging, children's services, and budgeting should be regularly scheduled and held in each of the key geographic regions of the state.
5. NSLA and the Committee should adopt policies to establish ongoing opportunities for library personnel to learn intermediate and advanced skills needed to improve their levels of competencies. These Continuing Education credit courses should be presented in a sequential format and further, specialized courses structured by type of library should be developed to meet the needs of library personnel in those libraries.

6. NSLA and the Committee should adopt policies to establish ongoing opportunities for trustees to better understand their roles and responsibilities. A basic program should include presentations on open meeting laws, establishing the agenda for board meetings, selection and evaluation procedures for library directors, distinctions between the responsibilities of the board and library director, budgeting, personnel, policy making, lobbying, and statutory requirements of library governance configurations.

7. NSLA should better articulate it's commitment to continuing education by revising portions of its LSCA long range plan, the master plan for libraries, and develop a well-defined line-item budget for continuing education activities.

III. Strong efforts should be made by NSLA and the Committee to coordinate existing and new technological advances into continuing education activities.

NSLA should employ a qualified, full-time Automation Consultant at a competitive salary on a permanent basis. This position should be assigned to the Library Development Division. The position should be responsible for:

- a. planning, consulting, coordinating, and training in the areas of automation, telecommunications, and technological developments.
- b. implementing a program on the use and applications of existing technologies in libraries in the state.
- c. providing consultant services to local libraries and existing automation networks on planning, evaluating, and implementing new or improving outmoded automation applications.
- d. providing consultant services to local library personnel in the state for orientation and instruction on the use of automated catalogs and information data bases.

Distance Learning

I. The Committee, NSLA, and the Nevada Department of Education have a prime opportunity to promote graduate level education throughout the state by providing information on the distance learning opportunities to potential students in all types of libraries.

II. NSLA should explore with representatives from the University of Arizona and Western Interstate Commission on Higher Education (WICHE) on the feasibility of working in collaboration with the LISDEC Consortium to bring additional graduate library courses into the State of Nevada. A Master's of Library Science Degree Program of study, accredited by the American Library Association, is currently needed in the State of Nevada to bring the quality of library services up to national levels and standards.